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ABSTRACT

This practicum report describes the planning and implementation of a program to improve scores on the Basic Skills Reading Mastery Test at a senior high school that has been experiencing a decline in standardized test scores in recent years. A variety of strategies were used by the principal to make the improvement of reading skills a total staff effort; efforts were also made to improve both student and teacher attitudes toward the testing of such reading skills. Appendixes include items from a workbook on functional reading, tips to help parents improve their child's reading, and charts describing the wide disparity of reading scores in Prince Georges County, Maryland. (Author/AA)

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The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School

by James V. Foran[1]

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PREFACE

This practicum was undertaken in my new role as principal of Bladensburg Senior High School. I owe whatever success we have achieved to a [illegible]ally professional and dedicated staff who in two short months convinced me that I was indeed fortunate to have teachers of their caliber. Without their cooperation my efforts would have been for naught.

BACKGROUND, PROBLEM, NEED

In this age of accountability in education considerable emphasis is constantly being placed upon standardized test scores. Those scores are often the barometer by which the public measures the quality of our schools. It thus becomes a basic survival need on the part of building administrators to make certain that sufficient attention is paid to the improvement of those scores.

In June of this past year it was my privilege to receive a promotion to the position of principal at Bladensburg Senior High School in Prince George's County, Maryland. Bladensburg is a large school (2,130 students) in the Washington, D. C. metropolitan area. It is a school with forty years of rich tradition and scholastic achievement. In the past several years, however, the standardized test scores have gone steadily downward. In particular during the 1975-76 school year the Basic Skills Reading Mastery Test (since renamed the Maryland Functional Reading Test) was administered to all eleventh grade students in the State of Maryland. The statewide average (those achieving mastery in reading) was 80.3%. The county-wide average was 81.8%. At Bladensburg Senior High School only 66.4% of those students tested achieved mastery.[1]

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[1]See Appendix A

Needless to say, Bladensburg's test scores were considerably below those of our neighboring Prince George's County schools and, as a matter of fact, were the lowest of any school in the County.

Reaction to these results when they became public was swift as expected. The public understandably wanted to know why the scores were so low. I did not pretend to know all of the reasons for this decline, particularly since I was new to the building; thus my thrust rather than being defensive was to plan and implement strategies to improve those scores. It was precisely that endeavor that was the subject of this practicum.

OBJECTIVES

The Basic Skills Reading Mastery Test is divided into four sections: a) locating references; b) understanding forms; c) gaining information; d) following directions. The scores at Bladensburg in each of these four sections, as well as the overall average, were below the county-wide average. Thus the objectives of this practicum were:

1) to increase reading scores in the locating reference section of the Reading Mastery Test from the 1975-76 level of 54.8% to the County average of 71.3%.

2) to increase reading scores in the understanding forms section of the Reading Mastery Test from the 1975-76 level of 69.1% to the County average of 80.8%.

3) to increase reading scores in the gaining information section of the Reading Mastery Test from the 1975-76 level of 67.9% to the County average of 82.2%.

4) to increase reading scores in the following directions section of the Reading Mastery Test from the 1975-76 level of 72.5% to the County average of 85.5%.

5) to increase the overall reading scores of the Reading Mastery Test from the 1975-76 level of 66.4% to the County average of 81.8%.

DEVELOPING A PRACTICUM STRATEGY

Before developing a practicum strategy it was first necessary to establish the causes for the low test scores. Being new to the building made that task exceedingly difficult since I did not witness the administering of last year's test. Thus in an attempt to determine said causes I first looked at the communities that served Bladensburg Senior High School. Those communities are diverse and widespread but several observations can be made regarding them and the resulting student body at Bladensburg Senior High School.

According to the 1972 Evaluation Report prepared for the Middle States Association, Bladensburg serves a school community that comprises twenty-seven different feeder junior high schools and communities in the northern area of Prince George's County. The diversification of these communities gives Bladensburg a tremendous mixture of cultures, occupations, avocations and interests. Ninety-four percent of the white students at Bladensburg have backgrounds originating in western Europe. The percentage of black students enrolled has increased from .06% in 1961 to 42% in 1976. During the past five years the foreign student population has increased more than 60%. The occupational status of the parents of our students shows a wide variance in employment:

6% professional and semi-professional
5% proprietors, managers and officials
12% secretarial and clerical
8% sales
12% craftsmen and foremen
4% service workers
6% unskilled laborers
14% government workers
2% military servicemen
20% housewives
4% unemployed
7% unknown

The economic status of our school population has changed since 1962 from upper-middle income to upper-lower income level. At the present time we have approximately 254 students involved in our free lunch program and another 68 students involved in the reduced lunch program.

In terms of the educational status of adults in our school community approximately 14% have achieved a college education. About 76% have completed high school while 10% have merely completed an elementary school education. It seems apparent with this diversity of educational status of our adult community that reinforcement of reading skills at home would likewise vary greatly.

Another dimension to the situation at Bladensburg is the fact that we are the vocational center for the northern area of Prince George's County. Approximately one fourth of our student body is made up of vocational students, many of whom do very well in their studies and many of whom have considerable difficulty.

A closer look at the junior high schools that feed into Bladensburg Senior High School shows that those youngsters have considerable difficulty with reading. A test similar to that given at the high school level is also given at the junior high school level and those scores deserve mention. The average percentage of students from those schools who have achieved mastery in functional reading according to 1975-76 test data

was 54.1%.[2] Needless to say these deficiencies in reading of our incoming students cause us additional problems with which we must cope.

In addition to the problem of having many students with obvious reading deficiencies I also noticed in my first months at Bladensburg a problem of attitude on the part of some teachers and students towards the teaching and testing of reading skills. Several teachers felt that the students should already know how to read by the time they reached high school. In addition many felt that it was the reading resource teacher's job to teach reading to those with deficiencies rather than a total staff effort. Furthermore, many teachers and students felt that testing was merely a necessary evil that should be dispensed with as rapidly as possible since it seemed to be a waste of time and effort anyway.

Thus the immediate problem that I faced had two different sides that had to be dealt with if indeed test scores were to improve. First I had to develop short range and long range plans to improve reading skills of our many students who had deficiencies. This hopefully would become a total staff effort. Secondly, I had to deal with the problem of attitudes towards the teaching of reading skills and the subsequent testing of those skills by teachers and students.

It was obviously a massive task if immediate results were

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[2]See Appendix B

to be shown. To drastically compound the problem was the fact that school opened in September and the test was to be given less than two months after that during the end of October. Time was of the essence and could not be wasted. As new principal I was expected to produce results, and to that end I began the task at hand.

THE PRACTICUM DESIGN

Pre-School Faculty Meeting

Prior to the students returning to school each year there are usually two or three days when the staff gets together to prepare for the new school year. September 1, 1976 was the first such day for this school year. At that initial meeting it is the principal's job to set the tone for the upcoming year and to describe what his goals are for that year. As new principal I had the distinct feeling that my staff was particularly interested in finding out what my priorities were to be.

In my opening talk I listed several goals that I had set for the 1976-77 school year. One such goal was the improvement of reading test scores at Bladensburg Senior High School. I spent considerable time expressing my concern not only for those scores but also for the teaching of reading skills. I went into detail describing my plan for reaching that goal and the various steps that I would take. In my opinion, the most important outcome of that session, however, was not necessarily the substance of what was said but more likely was the intensity

with which I pursued the topic. No one should have come out of that meeting without feeling that a major effort was to be put into the improvement of the reading skills of our students by all staff members. If nothing else it was my intent that that initial meeting would set the tone for what was yet to come in the area of reading.

Reading Committee

The next step was to select a Reading Committee whose function it would be to establish a comprehensive school-wide reading plan. The committee was selected, met on several occasions and took its task quite seriously. The final document represents the cumulative thinking of several of our staff members and is of sufficient importance to the rest of this practicum that I will include it in its entirety at this point:

BLADENSBURG SENIOR HIGH SCHOOL

READING PLAN

OBJECTIVE 1

STUDENTS WILL INCREASE READING COMPETENCE IN THE FOUR AREAS OF FUNCTIONAL READING.

Strategies:

1. Materials used to teach functional reading such as catalogs, manuals, and forms will be collected in the reading room and made available to teachers.

2. Survival word lists will be distributed to teachers with suggestions for use.

3. Packets containing materials which teach functional reading skills will be distributed to certain tenth grade teachers in the English and Social Studies Departments. The packets will contain exercises and information which relate to the content area curriculum.

OBJECTIVE 1A

STUDENTS WILL IMPROVE THEIR ABILITY TO LOCATE AND USE REFERENCES.

Strategies:

1. Students will be given assignments requiring the use of various types of reference materials.

2. Students will be given ample time to use the library to complete these assignments.

3. Teachers will instruct students concerning the use of reference materials pertinent to class subject matter.

4. Student progress in using such materials will be evaluated by the teacher.

5. Students will be given instructions on how to use the textbooks in each class, including table of contents, indexes, glossaries, etc.

OBJECTIVE 1B

STUDENTS WILL IMPROVE THEIR ABILITY TO UNDERSTAND FORMS.

Strategies:

1. Teachers will explain in detail all forms sent out in homerooms, paying special attention to (1) the intent of the form and (2) the language of the form.

2. Teachers will be alert to explain the various forms which relate to the subject matter being taught. (Drivers' Ed., Home Economics, Industrial Arts, etc.)

3. The reading Resource Room will provide sample forms, learning stations and vocabulary lists to teachers.

OBJECTIVE 1C

STUDENTS WILL IMPROVE THEIR ABILITY TO GAIN UTILITARIAN INFORMATION FROM PRINT AND NON-PRINT MATERIALS.

Strategies:

1. Assignments requiring the use of newspapers will be given whenever feasable.

2. Specific instructions in reading maps, graphs, tables and charts will be given in classes where applicable to the content area.

3. Instruction will be provided on survival words such as "spouse", "obsolete","flammable", "leasee."

4. Instruction will be provided in the appropriate subject areas on words dealing with political concepts, consumer information, contracts and lease agreements, and credit documents.

OBJECTIVE 1D

STUDENTS WILL IMPROVE THEIR ABILITY TO FOLLOW WRITTEN AND ORAL DIRECTIONS.

Strategies:

1. Where appropriate, teachers will use manuals, directions for use, and maps in classroom activities.

2. Teachers will use written as well as oral directions in classroom situations and homework assignments.

3. Teachers will emphasize the sequential, logical steps in directions such as those for recipes, dress and construction patterns and directions for use.

OBJECTIVE 2

STUDENTS WILL IMPROVE THEIR WORD RECOGNITION SKILLS.

Strategies:

1. Students will be introduced to root words and affixes frequently used in the various content areas.

2. Students will be given instruction in syllabication, to facilitate word identification and pronunciation.

3. Unfamiliar and/or important words from each lesson will be given special attention for both pronunciation and meaning.

OBJECTIVE 3

STUDENTS WILL INCREASE THEIR READING COMPREHENSION.

Strategies:

1. Students will be encouraged to use context to understand word meaning.

2. Students will be instructed on how to use the dictionary to choose appropriate word meaning from several listed.

3. Teachers will set purposes for reading before assigning reading tasks.

4. Teachers will explain important concepts and background information before assigning reading tasks.

5. Students will be encouraged to paraphrase, condense and interpret reading material.

6. All teachers in all classes will emphasize vocabulary growth.

OBJECTIVE 4

STUDENTS WILL IMPROVE THEIR ABILITY TO SPELL.

Strategies:

1. Teachers will direct student attention to the pronunciation of words as an aid to both spelling and word recognition.

2. Teachers will include spelling lists in their course content.

3. Teachers will insist that basic, high-utility words such as "there" and "their" be spelled correctly.

4. Teachers will emphasize legible handwriting as an aid to spelling improvement.

As can be seen from this plan considerable emphasis was placed upon functional skills, word recognition skills, reading comprehension and spelling. Hopefully the suggested strategies when used by teachers would help improve the reading skills of our students.

Functional Reading Workshop

Since the improvement of reading skills was to be a total staff effort I felt it was important to devote an entire faculty

meeting to functional reading. Furthermore, since the test was to be given in late October it was important to have that meeting early enough in the school year so that teachers could use whatever suggestions they might receive at that meeting. Thus the Functional Reading Workshop for the entire staff was held on September 15, 1976.

As principal I gave an overview of the purpose of this workshop placing particular emphasis once again on the fact that I considered reading improvement as a total staff effort. I then turned the meeting over to our reading resource teacher who explained the need for the workshop with emphasis on the fact that the information to be given was an effort to help the teachers rather than find new jobs for them to do. The reading specialist from the Northern Area Office then gave a brief introduction to the functional reading test itself and how it fit into the county's K-12 reading program. He also mentioned that this particular test might well prove to eventually become the basis for an exit test that is now being considered for our high school seniors in the state of Maryland. Thus paying additional attention to functional reading at this point might well provide us extra dividends if exit tests do become a reality.

The final part of the Functional Reading Workshop was a demonstration by our reading resource teacher. With the help of an overhead projector she gave specific examples of the skill areas covered on the test. This was new information

to many members of the staff and the handouts that were given to illustrate these areas provided direction for teachers who were unfamiliar with the test prior to the workshop.[3]

Parent-Teacher-Student Association

Prior to the 1976-77 school year Bladensburg Senior High School had not had a functioning PTSA for five years. Certainly this was yet another issue with which I had to deal, but I mention it at this point because aside from forming such a group I felt it was important to let the parents in our communities know that we were attempting to do something about declining test scores. At our October PTSA meeting (attended by over 900 people) I spoke about several of my goals as new principal. One, of course, was the improvement of reading scores among our students. In addition I solicited parental help in reinforcing reading skills and habits at home. Realizing that many parents would not be aware how this could be done, my reading teacher prepared a handout designed to help parents encourage and help their children to read at home.[4] This handout proved so popular that we unexpectedly ran out of them. Not only had we not anticipated the overwhelming response to the initial PTSA program, but neither did we expect the response to our request relative to helping with our reading program. To say the least it was encouraging.

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[3]See Appendix C

[4]See Appendix D

Reading Resource Program

The next important step in this practicum design was to make all teachers aware of the many services and resources available through our reading resource program. This was accomplished very simply by a handout prepared by our reading resource teacher relative to her function at Bladensburg.[5] As can be seen it was a brief yet thorough description of the services and resources available to all teachers so that those who needed or wanted help could get it.

Test-Taking Skills Workshop

As we approached the actual administration of the test itself we felt it was necessary to bring together all of the teachers who would be involved in that process. The purpose of this meeting was two-fold: a) to give them a few brief hints that they could pass on to their students relative to taking the test, and b) to provide them with a workbook with a series of sample questions similar to those asked on the test.

Teachers were told to make certain that the answer sheets were prepared ahead of time. They were to be passed out to the students one day in advance of the test to insure that all of the pre-printed information was correct. This would not only save time on the day of the test, but it would also serve to familiarize the students with the answer sheet, hopefully to eliminate some of the anxiety associated with the test.

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[5]See Appendix E.

Many students, it was felt, scored unnecessarily low in the test the previous year because they did not understand how to use that answer sheet. The teachers were also told to urge their students to read the questions first when they received their test explaining that this procedure would eliminate the useless task of reading through an entire index or set of directions without having a purpose for reading.

The rest of the meeting was devoted to reviewing the workbook prepared for all teachers administering the test.[6] This workbook was designed to provide sample questions similar to those asked on the test itself. The teachers were told that they should spend several days covering the content of this workbook with their students in order to familiarize them with the types of questions they would be encountering. Hopefully this would also relieve some of the anxiety associated with taking the test. Thus by the time the test was actually taken the students would already be familiar with the answer sheet, the test itself, and with hints on how to improve their performance.

At this point we were nearly ready. All that was left was to set the dates for the test. We established October 26 and 27, 1976 as the dates which gave teachers several days to make final preparations with their students. On the day prior to the test I personally made a plea to the student body requesting their sincere efforts when taking the test. I

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[6]See Appendix F

explained the importance of the test not only in terms of how the results would allow us to make better plans to help them in the future but also in terms of having pride in their school and thus attempting to do the best they could.

At that point it was left to the individual teachers, and on October 26 and 27, 1976 the test was given. We made certain that testing conditions were adequate, and that the test was to be given in small groups. I also forbade the use of the public address system on that day so that the test would not be interrupted. Teachers posted signs on their doors saying that they were not to be bothered and administrators patrolled the halls to prevent disruption. In sum, the test was administered and monitored in an atmosphere of seriousness.

THE EVALUATION PLAN

The evaluation of the results of this practicum related to the previously mentioned objectives. Simply stated those objectives were to raise the reading scores at Bladensburg Senior High School as tested by the Basic Skills Reading Mastery Test from the 1975-76 levels to the county average on all four sections of the test as well as the overall average. The data received does indicate a substantial increase in the test scores, however, not yet to the level of the county-wide average.[7] In the accompanying chart (Figure 1) one can readily see that

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[7]See Appendix G for County-Wide Scores

Bladensburg's scores did indeed increase in each of the four sections of the test as well as a substantial increase in the overall score. On the Locating References section those achieving mastery increased from 54.8% in 1975-76 to 68.5% in 1976-77. Likewise in the Understanding Forms section there was an increase from 69.1% to 82.2% achieving mastery. In the Gaining Information section there was an increase from 67.9% to 83.8%, and in the Following Directions section the increase was from 72.5% to 89.0% achieving mastery. In terms of the overall score there was also a dramatic increase in those achieving mastery from 66.4% in the 1975-76 school year to 81.1% during 1976-77.

Table 1 - Comparison of Test Scores

	Bladensburg	Total County
Locate References:		
1975-76	54.8%	71.3%
1976-77	68.5%	78.2%
Understand Forms:		
1975-76	69.1%	80.8%
1976-77	82.2%	85.8%
Gain Information:		
1975-76	67.9%	82.2%
1976-77	83.8%	88.1%
Follow Directions:		
1975-76	72.5%	85.5%
1976-77	89.0%	92.1%
Overall:		
1975-76	66.4%	81.8%
1976-77	81.1%	86.3%

Thus it is evident that the reading test scores at Bladensburg did indeed increase noticeably during the 1976-77 school year. However, it is also important to note that the county-wide scores also increased during that time - certainly not nearly to the extent that Bladensburg's scores increased; nevertheless, there was still an increase.

In terms of whether or not the previously stated objectives had been met the answer would have to be qualified. If the county-wide scores had stayed the same as they were in 1975-76, then Bladensburg would have been over the county average in three of the four sections of the test and would have only been seven tenths of a percent behind the rest of the county in the overall average. However, since the county-wide scores did increase slightly, Bladensburg still fell below the county-wide average on each of the four sections as well as the overall average.

One very positive thing that can be said about this year's scores, however, is that the gap between the county-wide scores and those at Bladensburg has been drastically reduced. In 1975-76 that gap in the Locating Reference section was 16.5%. In 1976-77 it has been reduced to 9.7%. The gap in the Understanding Forms section of the test has been reduced from 11.7% to 3.6% during that same time. In the Gaining Information section it has been reduced from 14.3% to 4.3%, and in the Following Directions section it has been reduced from 13.0% to 3.1% in that one year period. The gap between the overall

averages of the county-wide scores and those of Bladensburg has been reduced from 15.4% in 1975-76 to 5.2% in 1976-77.

Thus it seems that even though the scores at Bladensburg are not yet at the county-wide level, there has definitely been a positive upward trend. The gap between those scores has been dramatically narrowed in all areas, and that in itself is refreshing. There is certainly much more work to do, but it is my sincere feeling that this practicum effort has accomplished a great deal in a short amount of time. Continuing efforts such as these might well bring the desired results in the not too distant future. If nothing else, the results of this practicum show that we at Bladensburg are on the move in terms of improving the reading test scores as well as hopefully the reading deficiencies that some of the youngsters possess. Perhaps the original objectives of the practicum were unrealistic in their scope, but it is also quite possible that if our sights had not been set so high, we might not have achieved the results that we now enjoy.

In order to determine how well or poorly the practicum itself had been carried out I personally observed each teacher to determine whether or not they were employing strategies suggested in the school-wide reading plan. For the most part I was impressed with their sincerity and diligence in attempting to utilize those strategies. In cooperation with the various department chairpersons I then identified several teachers who

needed further assistance in this area. Part of my job for the remainder of the year was to find ways to provide that assistance.

I also requested input from department chairpersons and the reading resource teacher concerning their feelings about our efforts to improve reading test scores. Those feelings on the whole were overwhelmingly positive. Two major recommendations were made, however, that were of considerable importance in our continuing efforts to improve reading skills and test scores. First, it was suggested that more emphasis be placed on the schoolwide reading plan, and that an entire staff in-service workshop be devoted to an explanation of that plan and how it affects all departments in the school. Since we are rapidly approaching the end of this school year I am planning to have such a workshop during the pre-school teacher duty days in August of 1977.

The second recommendation was to implement a Specific Language and Reading Disability (SL/RD) English program for the second semester of the 1976-77 school year for this year's sophomores. This involved a considerable amount of work since before this program could be developed the students who had these specific disabilities needed to be identified. In addition other staff members had to be educated concerning

the meaning and impact of such a program.[8]

Consistent with the county's goal of identifying these youngsters in both the tenth and eleventh grades by September of 1977 we began that process by identifying our present tenth graders in December of 1976.[9] Our incoming tenth graders for next year were to be identified by their respective junior high schools. By January we had two entire classes of SL/RD students, and we began those special classes at the beginning of the second semester in February of 1977. Hopefully by next year these youngsters will have received enough special training to enable them to do better on next year's Reading Mastery Test than their counterparts in this year's eleventh grade class were able to do.

Thus the two major recommendations concerning how this practicum effort could be improved for the next school year

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[8]A few characteristics of SL/RD students are: average or above average intelligence; poor spelling; poor organization; poor handwriting; tendency to reverse letters or confuse the sequence of letters in words e.g. "freind" for "friend" and "form" for "from". These youngsters need a multisensory approach to reading and learning. For further information see: Anna Gillingham and Bessie W. Stillman, Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship. Educators Publishing Service (1975). Amey Steere et al, Solving Language Difficulties, Educators Publishing Service (1971).

[9]Since no definitive procedure has yet been developed for identifying these youngsters, we used the one most widely used in our county. If there is a 30% discrepancy between the Cognitive Ability score and the Reading Comprehension score on the Iowa Test of Basic Skills then the student in question is a likely candidate. He is then given the Morrison-McCall Spelling Test to determine if he is spelling on grade level and the Copy-Composed Dictate to test the student's ability to copy something on grade level and to arrange ideas in composition form.

have been considered and by September 1977 both will have been implemented. We will have special SL/RD classes for next year's sophomores and juniors in order to give them the types of instructional techniques needed for their continued improvement. We will also have conducted an entire faculty workshop to give a complete description of the schoolwide reading plan, and how it affects all departments and all teachers in the school.

INSTITUTIONALIZATION

The results of this practicum have been introduced into the regular, operating system of Bladensburg Senior High School. Since the 1976-77 Reading Mastery Test scores did indeed demonstrate a dramatic upward trend, this practicum report has become part of the testing file at Bladensburg Senior High School. It was designed and implemented such that even if a new principal were to take over at Bladensburg the results of this practicum should clearly describe how one principal with the help of a dedicated staff sought and achieved a dramatic reversal to the unhappy trend of declining test scores.

FURTHER APPLICATIONS

Many principals across the country face the same dilemma of declining test scores. Though it is not always easy to identify the causes for decline, it nevertheless remains imperative that the building principal implement

strategies to reverse that trend. Public support for public education has reached a critical point in our history particularly considering the financial problems that many of our local systems are now experiencing. If confidence is once again to be restored to our public schools we must be able to demonstrate that we are indeed doing some good things. Most visible, though not necessarily an accurate barometer of the quality in our schools, are the test scores as seen by our public. It thus becomes not only a need but also a responsibility for local principals to do all within their power to improve those scores. This practicum has described the strategies attempted and results attained in one such effort.

Appendix A

Percentage of Students Achieving Mastery by School
Basic Skills Reading Mastery Test, 1975-76

School	Locate Reference	Understand Forms	Gain Information	Follow Directions	Overall
Bladensburg	54.8%	69.1%	67.9%	72.5%	66.4%
Bowie	83.2%	90.0%	90.4%	92.0%	90.6%
Central	65.8%	77.5%	81.8%	86.5%	80.3%
Crossland	77.8%	85.8%	86.4%	89.8%	86.8%
Duval	68.8%	78.9%	82.6%	85.0%	80.7%
Fairmont Heights	64.8%	69.1%	70.7%	79.6%	73.4%
Frederick Douglass	73.5%	80.2%	80.9%	86.2%	83.2%
Friendly	87.1%	89.9%	92.0%	93.6%	92.7%
Gwynn Park	63.4%	67.4%	74.1%	77.4%	72.3%
High Point	76.8%	85.4%	86.6%	90.1%	85.8%
Largo	69.2%	80.2%	80.2%	84.1%	80.0%
Laurel	77.6%	86.9%	86.7%	89.3%	88.0%
Northwestern	70.6%	80.8%	80.7%	85.4%	83.1%
Oxon Hill	79.4%	83.8%	87.8%	89.6%	87.5%
Parkdale	65.7%	79.0%	81.9%	83.3%	79.0%
Potomac	63.2%	76.9%	80.1%	81.5%	77.8%
Suitland	61.1%	76.5%	75.8%	79.8%	73.1%
Surrattsville	74.9%	82.2%	81.6%	87.4%	84.5%
Total County	71.3%	80.8%	82.2%	85.5%	81.8%
Maryland	70.3%	79.5%	80.7%	83.9%	80.3%

Appendix B

Reading Mastery Percentages of Bladensburg's Feeder Schools

Feeder School	Number Entered	Total Feeder School %
Bladensburg Jr. H.S.	190	50.2
William Wirt Jr. H.S.	146	54.7
Benjamin Foulois Jr. H.S.	93	52.1
Glenridge Jr. H.S.	63	50.1
Hyattsville Jr. H.S.	58	60.9
Kenmoor Jr. H.S.	55	40.3
James Madison Jr. H.S.	41	64.3
Spaulding Jr. H.S.	41	58.2
Roger Taney Jr. H.S.	26	63.9
Charles Carroll Jr. H.S.	13	62.8
Robert Goddard Jr. H.S.	12	56.5
Kent Jr. H.S.	9	54.6
Thomas Johnson Jr. H.S.	8	74.7
Mt. Rainier Jr. H.S.	7	51.9
Francis Scott Key Jr. H.S.	7	49.8
Greenbelt Jr. H.S.	6	52.9
Mary Bethune Jr. H.S.	5	51.1
Samuel Ogle Jr. H.S.	5	85.9
Martin Luther King Jr. H.S.	4	76.3
Beltsville Jr. H.S.	3	69.6
Nicholas Orem Jr. H.S.	2	60.7
Rollingcrest Jr. H.S.	2	68.6
Thomas Pullen Jr. H.S.	1	64.3

Average Percentage of Bladensburg's Feeder Schools: 54.1%

Appendix C

Locating and Using References

Using an index

Netherlands, New (1624)	616,772
Netherlands	544
Area, capital population	544
Cities (population)	583
Gold reserve	89
Indonesia independence	529
Painters, noted	259
Rulers	251
Netherlands Antilles	545
Netherlands Guiana (Sarinam)	545
Nevada	675
Admission, area cap.	675,700
Counties (seats,areas)	452-454
Lake, largest	383
Las Vegas	675
Name, origin of	692
Taxes	98-107
Territory	675
Navis Island (W.Indies)	569
Newark, N.J.	
Addonizio, Hugh	932
Gibson, Kenneth	926
New Hampshire	676
Admission, area cap.	676,700
Agriculture	129-135,140
Counties (seats,areas)	454
Lake, largest	383
Museums, attractions	676
Taxes	98-107
New Haven, Conn.	615
Museums, attractions	615
Panther trials	913,923,934
New Hebrides	385,521,571
New Ireland Island	385,501
New Jersey	676-677
Agriculture	129-135,140
Bridges	394-396
Counties (seats,areas)	454
Lake, largest	383
Museums, attractions	676

1. On what page would you look to find information about the rulers of the Netherlands?

   a) 452 b) 544 c) 251 d) 545

2. What information about New Hampshire can be found on page 454?

   a) size of its counties

   b) number of attractions

   c) population

3. On what page can information about farming in New Jersey be found?

   a) 926 b) 130 c) 383 d) 676

Following Directions

Uncle Ben's Long Grain and Wild Rice

Makes seven 1/2 cup servings

The original accompaniment for poultry, game, beef, pork, veal, lamb or seafood.

Measure 2-1/2 cups water and 1 tablespoon butter or margarine in saucepan.

Stir in contents of both packets. Bring to boil.

Cover tightly and cook over low heat until all water is absorbed. (about 25 minutes)

For firmer rice use LESS water.

For softer rice use MORE water.

For drier rice remove cover after cooking and leave on very low heat for 4 or 5 minutes.

Leftover rice may be stored in refrigerator and reheated in oven or saucepan (add water, if desired).

1. How much water do you use?

   a) 1/2 cup b) 2-1/2 cups c) seven 1/2 cups d) doesn't say

2. How long do you cook the rice after covering it?

   a) 25 minutes b) 4 or 6 minutes c) 2-1/2 hours d) doesn't say

3. What do you do if you want firmer rice?

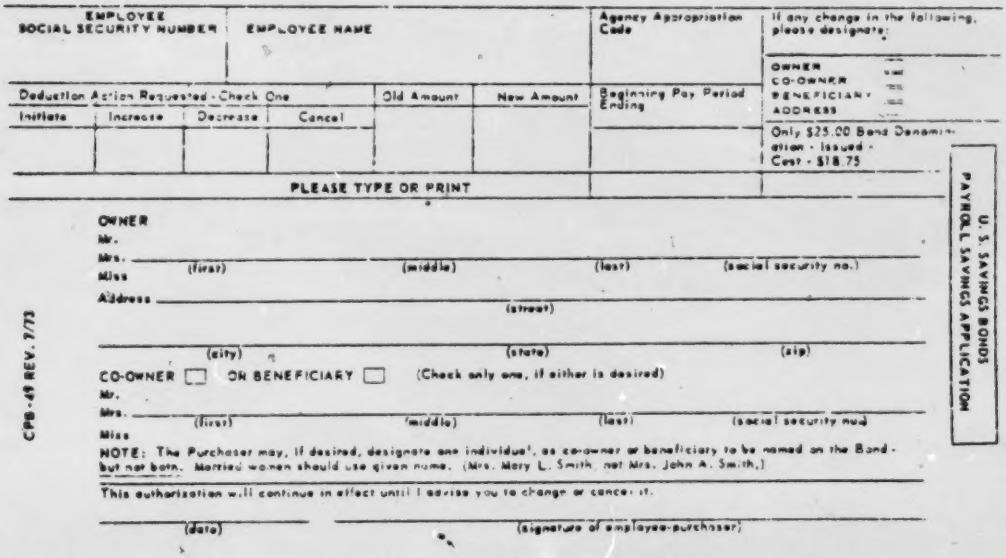
   a) use more water b) use less water c) store in refrigerator

   d) doesn't say

UNDERSTANDING FORMS

Given a U.S. Savings Bond Payroll Savings Application, the student will read the application form and answer questions on a worksheet.

Directions: Read the Savings Bond Payroll Savings Application Form and answer the questions below.



EMPLOYEE SOCIAL SECURITY NUMBER | EMPLOYEE NAME | Agency Appropriation Code | If any change in the following, please designate:

OWNER
CO-OWNER
BENEFICIARY
ADDRESS

Deduction Action Requested - Check One: Initiate | Increase | Decrease | Cancel | Old Amount | New Amount | Beginning Pay Period Ending

Only $25.00 Bond Denomination - Issued - Cost - $18.75

PLEASE TYPE OR PRINT

OWNER
Mr.
Mrs. (first) (middle) (last) (social security no.)
Miss
Address (street)
(city) (state) (zip)

CO-OWNER ☐ OR BENEFICIARY ☐ (Check only one, if either is desired)
Mr.
Mrs. (first) (middle) (last) (social security no.)
Miss

NOTE: The Purchaser may, if desired, designate one individual as co-owner or beneficiary to be named on the Bond - but not both. Married women should use given name. (Mrs. Mary L. Smith not Mrs. John A. Smith.)

This authorization will continue in effect until I advise you to change or cancel it.

(date) (signature of employee-purchaser)

CPB-49 REV. 7/73

U.S. SAVINGS BONDS PAYROLL SAVINGS APPLICATION

Questions

1. This is an application for what?
2. How much is the cost of a $25.00 bond?
3. Who fills out this form?
4. Who determines the denomination of the bonds purchased?
5. Can the owner of the bond designate a co-owner and a beneficiary?
6. How long will this application be in effect?

Gaining Information - Students will read to elicit necessary information for a vocation from want ads.

1. What job are you applying for?
2. What firm is advertising this position?
3. What are the qualifications for the job?
4. Do you need any references?
5. Is a salary mentioned?
6. How or where do you apply for this job?

Carpet mechanics- $6.60 per hr. Paid vacation, hospitalization, profit-sharing, uniforms. Also contract work, open. Helpers wanted. Apply: 5904 Ridge Rd., Chillum, Md. and 13069 Connecticut Ave., Wheaton, Md.

Drapery seamtress- Full time, must be fully exper. in custom drapery making. Excel. working cond. Co. benefits, Honeycutt's Fabrics, Bailey's Crossroads, Va. 820-2882

Editorial Typist -Production work for daily publication, journalism or English degree preferred 60 wpm typing. Downtown loca. $130 per wk. Chance for advancement. Call Aviation Daily 293-3400

Warehouse

Stock Clerk - Columbia, Md.

A responsible position in a 40,000 sq.ft. warehouse. Responsibilities incl. loading & unloading of electrical materials. Fringe benefits incl. pension, hosp., incl. long term disability, employer funded. Call Mrs. Mason at 524-4900 Equal Opportunity Employer

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Appendix D

THE POSITIVE APPROACH

How to Help Your Child Enjoy Reading

We hope the following comments will provide you, as a parent, with some important "do's" and "dont's" for helping your child develop a positive attitude toward reading and build life-long reading habits.

All the answers aren't here because no one as yet has discovered them all. We have, though, tried to share with you some of our thoughts in the hope you may be able to lead rather than push, encourage rather than thwart, reward rather than punish your child's participation in reading.

I. Books

A. Make your house a house of readers. If you're a TV bug rather than a book worm, your child is apt to become one also. In other words, do you set a reading model for your child, or is your motto, "Do as I say, not as I do."

B. Provide books to your child that center around his interests, but which are written at a level he can read with success. This is particularly important for intermediate grade and junior and senior high school children. (The teacher will be happy to assist you in determining your child's recreational reading level.)

C. Give books--but not only books--as gifts for birthdays, Christmas, etc. But be certain they're neither too hard nor too easy. Books too hard frustrate; books too easy insult. As a result, neither are read.

D. A good supply of books around the house is a fine way to encourage the reading habit. Hardbacks, paperbacks, any and all kinds of books the child can read successfully are helpful.

E. Comic books or magazines may be the only way to reach some children. Accepting these will put you on their side. Any reading is better than no reading.

II. Approaches

A. "Each child punches his own time clock". Some children grow quickly, others relatively slowly. Some are ready to learn early, others later. Comparing your child to "Bright Harold" down the street is ridiculous and likely to be harmful to him. So is comparing him to a brother or sister.

B. Try not to instruct your child in reading. To do so is like a surgeon performing an operation on a member of his family: too much emotional involvement. Also, a different teaching style employed by the parent from that used in the school may confuse rather than help the child.

C. When either reading to your child or listening to him read, are you enjoying yourself? If you get anxious or frustrated at his reading, think how he must feel: surely he senses your discomfort.

D. If the only thing you remark on when your child reads to you is his reading errors, you may be festering an attitude of inadequacy and predestined failure. How different to point out to him that he read ninety-five words correctly than it is to stress the five or ten he may have missed. The first leads to smiles, the second to tears.

E. If, while reading, he seeks your help in pronouncing a word, tell him the word and let him proceed without incident. Avoid helping him sound it out or trying it again; these techniques, though well-intentioned, distract the reader and may impair his understanding of the material.

F. Avoid using reading as punishment: "You'll have to read ten minutes before you go out to play." Only one TV show; then you have to sit down and read your book." etc. All these approaches give the impression that reading is something you always do instead of something fun.

G. Avoid requiring your child to read aloud to you. It's extremely difficult and anxiety-producing to read orally to another person, knowing you're being carefully evaluated. And anyway, reading orally has never been shown to increase reading ability; quite the contrary.

H. If he brings home a book that looks extremely easy...GREAT! Everyone needs practice in easy books. At least he's reading.

I. Try to avoid having your child empty the garbage shortly after he does sit down to read.

J. At all times, reading for pure enjoyment should be stressed. If your child realizes that you really enjoy reading, chances are that he will, too. Share your involvement: "I read the funniest book; here's a real funny part I think you'll like."

K. Extending bedtime fifteen minutes or so for the child to read before "lights out" is helpful also in building favorable attitudes toward reading--as long as he's with a book, that is.

III. Odds and Ends.

A. Remember, it's extremely difficult for some individuals to "take the pressure off" and make reading fun. Due to their desire to help their children read better, parents sometimes add to the difficulty the child already has by trying too hard. It's hard for parents to maintain patience with their own children and not "blow their cool" when the child fails to perform as well as expected or hoped for.

B. Amazing how children can detect how parents feel about them, isn't it? When you say to him just as he arrives home from school, "How'd school go today?" your tone of voice, your facial expression, the look in your eye may all tell him what you really meant to ask, "Did you learn to read yet, Dummy?"

Reading for fun should not be a time of pressure, fear, anxiety. or a sense of being judged and found wanting. It should be for pleasure, an exciting and enjoyable experience.

His reading experiences with you should be designed to build his confidence, his feeling of accomplishment, and his sense of self-worth. Success and growth come from success, not from failure. Wide experiences with success-oriented and enjoyment-producing reading will go a long way toward building not only children who do read, but adults who will read.

GOOD LUCK!

Appendix E

Bladensburg Senior High School

Reading Resource Program
1976-77

The services available are outlined below, however, changes and additions are possible, depending on needs.

I. Testing

A. Individual Reading Tests

1. Teachers wishing to have a particular student's reading evaluated should send the student's name and homeroom number, as well as his or her own name, room number and the period during which this student is in class.

2. After the student is tested, the referring teacher will receive (1) an estimate of the reading expectancy or potential, (2) word recognition level, (3) silent reading comprehension score and (4) additional pertinent information on the student's skill needs.

B. Group Reading Tests

1. Standardized tests are available to members of the English Department who teach Individualized or Basic Reading.

2. Teachers may request that a special test, based on their own content area materials, be devised by the reading teacher. Such a test would determine which members of a class are likely to have difficulty with reading assignments and what those problems will be.

C. Specific Language and Reading Disability Tests

1. The SL/RD identification program will continue throughout the year. Teachers will be notified of testing times so they can refer students.

2. There will be one SL/RD English class at BSHS this year.

II. Materials

A. Loans to Teachers

1. The Reading Room contains materials concerning vocabulary development, spelling, study skills, comprehension skills and reading in the content areas. Teachers may borrow these materials for indefinite periods of time.

2. Reading pacers and other hardware are not available for loan.

B. Loans to Students

1. High interest, easy reading books on a variety of subjects may be borrowed for two week periods.

2. Prior arrangement is necessary before sending groups of students from classes.

III. Resource Services

A. During periods when skill improvement classes are not in session the reading teacher will be available to work with classroom teachers, as requested, to meet reading needs in specific classes.

B. Group instruction on a specific skill need is possible in the reading room. Syllabication, map and graph reading, effective reading rate, special techniques for reading science, history, etc. can be taught to groups referred from scheduled classes.

C. A series of mini-clinics will be held again this year. After a clinic is announced, teachers may sign up as many students as he or she wishes to take the course.

D. Information on reading test scores and reading skill needs of several hundred students is on file in the Reading Resource Room. Attempts will be made throughout the semester to make that information available to teachers.

IV. Remedial Classes

A. Classes will be held for students needing special help that the classroom teacher is unable to supply.

B. Teachers having students who need such help should first refer the student for an individual reading test, indicating that remedial class work appears to be necessary.

Appendix F

WORKBOOK

ON

FUNCTIONAL READING TEST

WORKBOOK

Objectives for Functional Reading

Following Directions

READING ROAD SIGNS PLAYING A GAME GIVING FIRST AID
ASSEMBLING AN ITEM MAKING A GARMENT FINDING LOCATIONS
USING A VOTING MACHINE UNDERSTANDING TEXTBOOK INSTRUCTIONS

Locating References

USING A BIBLIOGRAPHY USING A PHONE BOOK USING THE CARD CATALOG
USING A JOB MANUAL USING A CATALOG USING AN ATLAS
USING A TABLE OF CONTENTS USING THE READER'S GUIDE USING AN INDEX

Gaining Information

UNDERSTANDING TRAINING MANUALS ASSESSING POLITICAL MATERIALS
USING WANT ADS OBTAINING CONSUMER INFORMATION
READING LEGAL DOCUMENTS UNDERSTANDING LEASE AGREEMENTS

Understanding Forms

READING TO REPORT PERSONAL INFORMATION ON . . . SCHOOL FORMS . . . TAX FORMS . . . SOCIAL SECURITY FORMS . . . MEDICAL FORMS . . . APPLICATION FORMS
READING TO TRANSLATE FINANCIAL AGREEMENTS ON . . . SALES SLIPS . . . CREDIT CARD POLICIES . . . BANK STATEMENTS . . . SUBSCRIPTIONS . . . NOTES AND LOANS

LOCATING REFERENCES

1. Emergency Numbers
2. Almanac - table of contents

GOAL II: LOCATING REFERENCES

Objective 2108: Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

A. Given a telephone book the student will use the information on the inside cover to complete a worksheet on Emergency Numbers.

EMERGENCY NUMBERS

DO NOT WRITE ON THIS PAPER

Use the inside cover of a telephone book to find the answers to the following questions.

1. What number do you call in _____ County to report a fire?
2. If you needed an ambulance in ____ County, what number would you call?
3. What number would you call to get the Coast Guard?
4. If you wanted to report a forest fire, what number would you call?
5. Where is the FBI located for people living in Maryland?
6. If you needed the state police in _____ County, what number would you call?
7. If you wanted to call the US Secret Service in Baltimore, what number would you call?
8. If you needed the _____ County sheriff, what number would you call?
9. In any emergency, if you do not know the correct number, who can you always call?
10. Why is the number for the fire and ambulance in _____ County the same number?
11. Why is there no telephone number listed under Doctor?

GOAL II: LOCATING REFERENCES

Objective 2107: Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

A. Given an index from an almanac and a worksheet on locating references within an almanac, the student will read the index and answer the multiple choice questions.

Magellan (1520)	227,756	Maine, Battleship (1898)	237
Guam, discovers	679	Majorca, Island	553
Magna Carta (1215)	226	Makarios, Pres., see Cyprus	
Magnetic poles of the earth	193	Malacca Malaya	539
Mail-order house (sales)	143	Malagasg Republic	538,576
Mailing information	947-952	Malaita Island, Solomons	568
Maine	660	Malawi	539,576
Admission, area, cap.	660,687	Malay Sea (area, depth)	770
Agriculture 103-107, 109,	110	Malaysia	539,576
Birth, Death statistics	72, 80	Malta	540,576,765
Counties (seats, areas)	229	Manufacturers	137-145
Lake, largest	771	Employees, firms (number)	137
Name, origin of	680	Exports, imports	121

Sample Questions

1. Betty wants to know how Maine got its name. Where should she look?

   A. Page 680
   B. Page 660
   C. Page 687

2. What information about Malay Sea can Bill find on page 770?

   A. Information about its imports
   B. Information about its name
   C. Information about how deep it is

B. **Given an almanac index, the student will be able to locate and record answers to the questions.**

Directions: Provide copies of an index and questions for the student to answer.
Use the almanac index in the box to answer the questions.

Netherlands, New (1624) 616,772

Netherlands 544
Area, capital, population 544
Cities (population) 583
Gold reserve 89
Indonesia independence 529
Painters, noted 259
Rulers 251
Netherlands Antilles 545
Netherlands Guiana (Surinam) 545

Nevada 675
Admission, area cap. 675,700
Counties (seats, areas) 452-454
Lake, largest 383
Las Vegas 675
Name, origin of 692
Taxes 98-107
Territory 675

Navis Island (W. Indies) 569
Newark, N. J.
Addonizio, Hugh 932
Gibson, Kenneth 926

New Hampshire 676
Admission, area cap. 676,700
Agriculture 129-135,140
Counties (seats, areas) 454
Lake, largest 383
Museums, attractions 676
Taxes 98-107

New Haven, Conn. 615
Museums, attractions 615
Panther trials 913,923,934

New Hebrides 385,521,571
New Ireland Island n 385,501

New Jersey 676-677
Agriculture 129-135,140
Bridges 394-396
Counties (seats, areas) 454
Lake, largest 383
Museums, attractions 676

Sample Questions

1. Jane wants to know the rulers of the Netherlands. Where should she look?

2. What information about New Hampshire can Jack find on Page 454?

3. On what page can information about farming in New Jersey be found?

FOLLOWING DIRECTIONS

1. Clorox

2. Finding location in the community.
   (mass transportation maps.)

GOAL I: FOLLOWING DIRECTIONS

Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

Suggested Activities

A. Given the label from a bottle of Clorox the student will complete a worksheet to show his understanding of the label.

CLOROX

Terms:

caution: be very careful

colorfast: the color will not come out

deodorize: to take the bad smell out

dilute: to add water to make weaker

discoloration: the color changes

disinfect: to take the germs out

I. BY READING THE LABEL, A BUYER CAN TELL THAT THE PRODUCT CLOROX IS A BLEACH THAT WHITENS, CLEANS, REMOVES STAINS, AND DISINFECTS.

A. NAME THREE PLACES, BESIDES THE WASH, WHERE CLOROS CAN BE USED SAFELY.

1. _____

2. _____

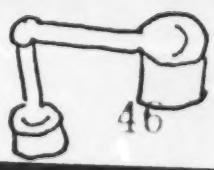
3. _____

B. LIST THREE FABRICS ON WHICH CLOROX CAN BE USED SAFELY.

1. _____

2. _____

3. _____



C. LIST THREE FABRICS ON WHICH CLOROX CANNOT BE USED SAFELY.

1. _____

2. _____

3. _____

II. FILL IN THE BLANKS.

THE BOTTLE SAYS THAT AN EASY WAY TO TEST A FABRIC TO SEE IF CLOROX CAN BE USED IS TO MIX _____ TABLESPOON(S) OF CLOROX WITH 1/4 _____ OF WATER. APPLY ONE _____ OF THIS SOLUTION AND LET STAND 1 MINUTE. THEN BLOT DRY WITH A PAPER TOWEL. AN ARTICLE CAN BE SAFELY BLEACHED IF _____

_____

_____

III. TRUE OR FALSE (INFORMATION ON THE LABEL)

_____ 1. TO USE CLOROX IN A WASHING MACHINE, ALWAYS ADD 1 CUP.

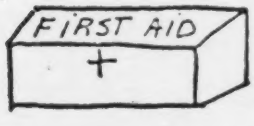
_____ 2. DO NOT USE AMMONIA OR TOILET BOWL CLEANERS WITH CLOROX BECAUSE HARMFUL GASES MAY BE PRODUCED.

_____ 3. CLOROX IS NOT GOOD FOR DIAPERS BECAUSE IT DESTROYS DISEASE-CAUSING GERMS.

_____ 4. CLOROX SHOULD BE KEPT IN A COOL PLACE WITH THE TOP ON TIGHTLY.

_____ 5. IF YOU WANTED TO OPEN A RESTAURANT, YOU COULD WRITE TO THE CLOROX COMPANY FOR SOME HANDY TIPS.

IV. CAUTION: Clorox should be kept out of the reach of children.



I-28 I-30

GOAL 1: FOLLOWING DIRECTIONS

Objective 1404: Students will read to find a location in the community by using mass transportation maps.

Suggested Activities

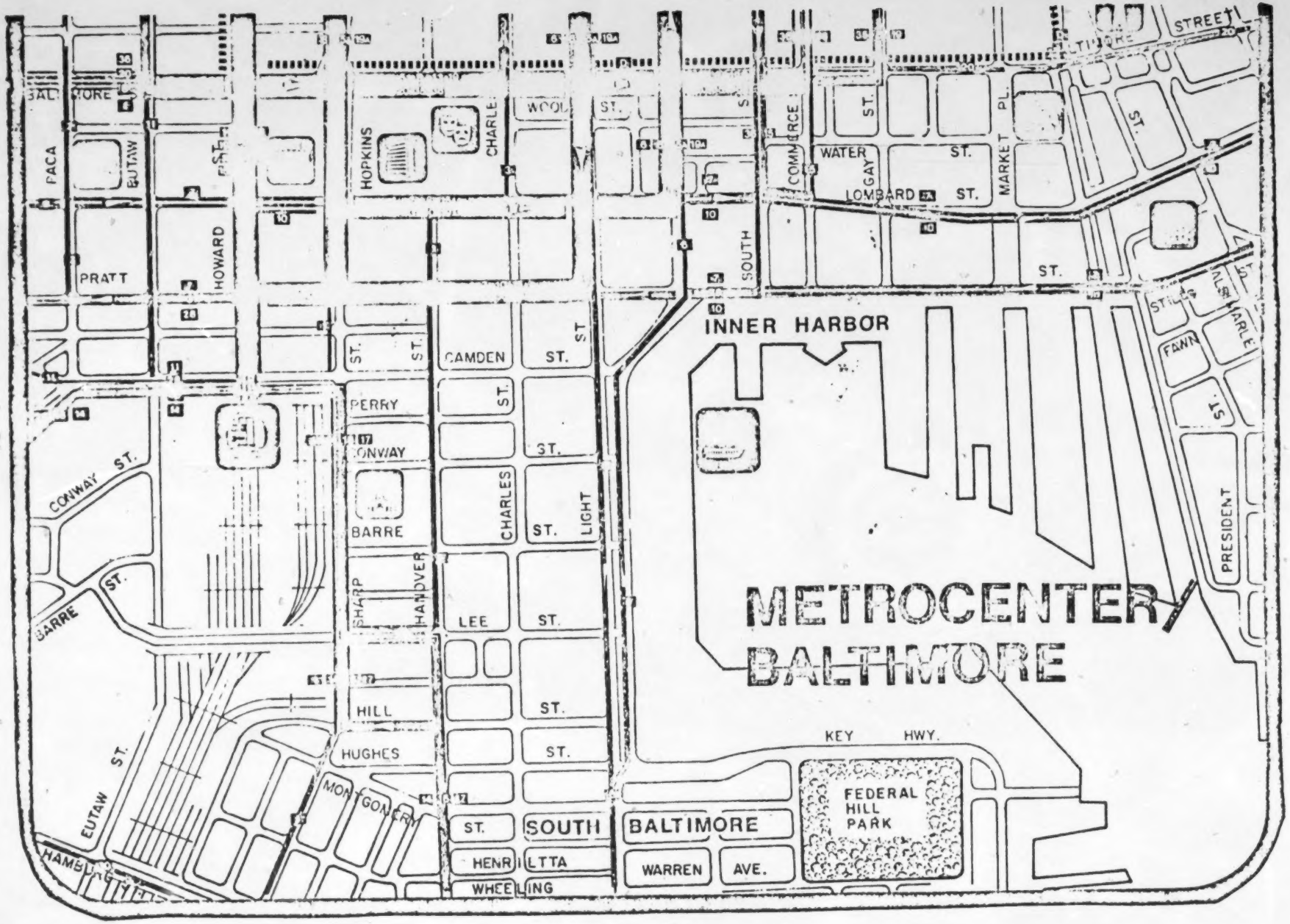
A. Given the Metrocenter Baltimore M.T.A. Bus Route map, the student will read the map, mark the map, and answer questions given on location.

Directions:

1. Read the Metrocenter Baltimore Bus Map (next page)
2. Mark the map as indicated in the exercise.
3. Answer the questions in the exercise.

Exercise:

1. Use a red marker and trace the route of the #8 bus.
2. Use a blue marker and trace the route of the #19 bus.
3. Which bus line is closest to Federal Hill Park?
4. Which buses stop at Cathedral and Monument?
5. Which buses travel on Calvert Street?
6. If you were standing on Calvert and Redwood Streets, which bus would you take to Greenmount and Hillen?
7. If you lived on Druid Hill, which bus would take you into town?
8. Which bus would you take to travel from Jasper Street to Lexington and Fallsway?


INNER HARBOR
METROCENTER
BALTIMORE
PRATT
HOWARD
HOPKINS
CHARLES
CAMDEN
PERRY
CONWAY
BARRE
SHARP
HANOVER
LEE
HILL
HUGHES
MONTGOMERY
EUTAW
LIGHT
SOUTH
COMMERCE
WATER
GAY
LOMBARD
MARKET PL.
FAWN
PRESIDENT
KEY HWY.
FEDERAL HILL PARK
SOUTH BALTIMORE
WARREN AVE.
HENRIETTA
WHEELING
ST.

GAINING INFORMATION

1. Summons - ticket
2. Understanding bills

GOAL IV: GAINING INFORMATION

Objective 4302: Students will read to elicit necessary information for societal purposes from legal documents.

Suggested Activities

A. Given a copy of a summons, the student will read to elicit the information necessary to answer the questions.

Sample Summons

Index No.

Civil Court of the City of Hagerstown
County of Washington

Adams Furniture, Inc. Plantiff
against
Joe T. Springtoff Defendant

S U M M O N S

Indorsed Complaint

A statement of the nature and substance of the plaintiff's cause of action is as follows:

Action for money damages, for $360.00 dues and owing plaintiff from said date June 16, 1974.

Sample Questions

Directions: Read the summons above and answer the following questions.

1. In the summons, who is the person being sued?
2. Who is suing?
3. What is the reason for the suit?
4. How much money is he suing for?
5. Is this a civil or criminal case?

B. Given a copy of the contents of a summons, the student will follow and complete the directions listed below.

Sample Summon's Content

YOU ARE HEREBY SUMMONED to appear in the Civil Court of the City of Hagerstown, County of Washington, at the office of the Clerk of the said Court of 141.

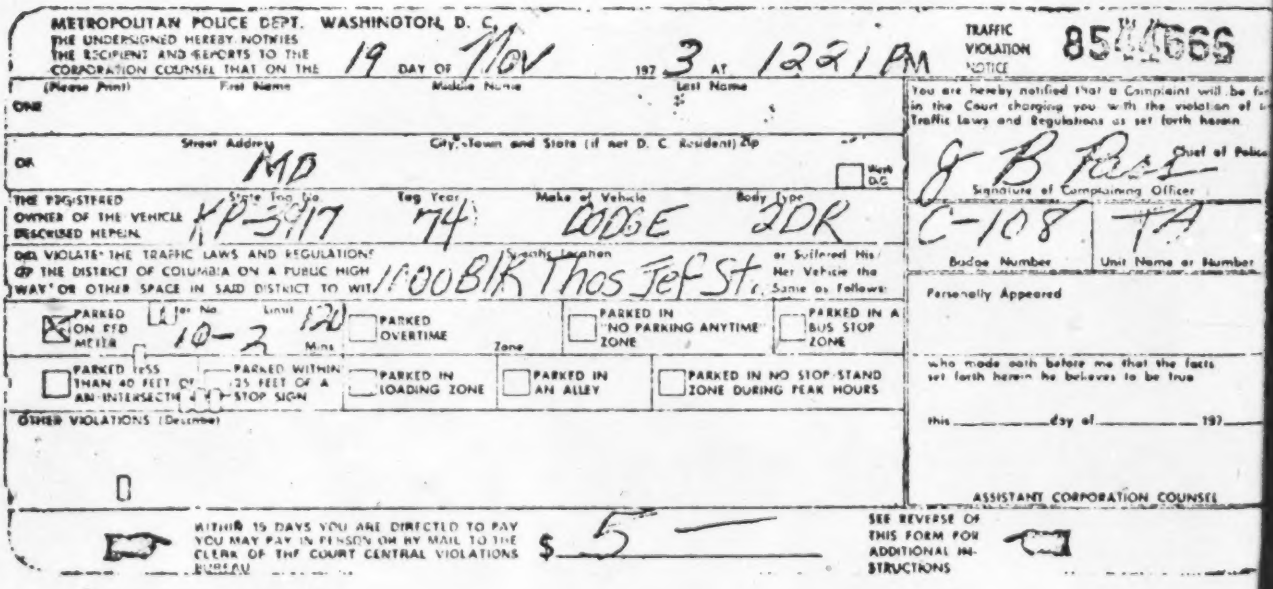
Lee Street in the County of Washington, City of Hagerstown, and State of Maryland, within ten days after service of this summons upon you, exclusive of the day of service, you are to make answer to the complaint: upon your failure to answer, judgement will be taken against you for the sum of $360.00.

Directions: Complete the activities below on your copy of the court summons.

1. Draw a line under the location of the court heading.
2. Circle the amount you will have to pay if you do not go to the court.
3. Put a box around how many days you have to answer the complaint.

C. Given a task folder containing a parking ticket, the student will read all information on the ticket and answer the questions written on 3 x 5 cards contained on the folder.

Sample Parking Ticket


METROPOLITAN POLICE DEPT. WASHINGTON, D. C.
THE UNDERSIGNED HEREBY NOTIFIES THE RECIPIENT AND REPORTS TO THE CORPORATION COUNSEL THAT ON THE 19 DAY OF Nov 197 3 AT 1221 PM
TRAFFIC VIOLATION NOTICE
(Please Print) First Name Middle Name Last Name
ONE
OR
Street Address City, Town and State (if not D. C. Resident) Zip
MD
THE REGISTERED OWNER OF THE VEHICLE DESCRIBED HEREIN State Tag No. KP-3917 Tag Year 74 Make of Vehicle DODGE Body Type 2DR
DID VIOLATE THE TRAFFIC LAWS AND REGULATIONS OF THE DISTRICT OF COLUMBIA ON A PUBLIC HIGHWAY OR OTHER SPACE IN SAID DISTRICT TO WIT: 1000 Blk Thos Jef St. Specific Location or Suffered His/Her Vehicle the Same as Follows:
PARKED ON FED METER
Time No 10-2 Limit 120 Mins
PARKED OVERTIME
Zone
PARKED IN NO PARKING ANYTIME ZONE
PARKED IN A BUS STOP ZONE
PARKED LESS THAN 40 FEET OF AN INTERSECTN
PARKED WITHIN 25 FEET OF A STOP SIGN
PARKED IN LOADING ZONE
PARKED IN AN ALLEY
PARKED IN NO STOP-STAND ZONE DURING PEAK HOURS
OTHER VIOLATIONS (Describe)
0
WITHIN 15 DAYS YOU ARE DIRECTED TO PAY YOU MAY PAY IN PERSON OR BY MAIL TO THE CLERK OF THE COURT CENTRAL VIOLATIONS BUREAU
$ 5
SEE REVERSE OF THIS FORM FOR ADDITIONAL INSTRUCTIONS
You are hereby notified that a Complaint will be filed in the Court charging you with the violation of the Traffic Laws and Regulations as set forth herein
Chief of Police
Signature of Complaining Officer
C-108
Badge Number
TA
Unit Name or Number
Personally Appeared
who made oath before me that the facts set forth herein he believes to be true
this day of 197
ASSISTANT CORPORATION COUNSEL

Sample Questions & Answers

Directions: Read the parking ticket above and answer the following questions. When you are finished, check your own work, using the answers on the back of the card.

1. On what date did a parking violation occur?
   Answer: November 19, 1973

2. Why was this traffic violation notice given?
   Answer: Parked on red meter.

3. How much time is allowed for this ticket to be paid?
   Answer: 15 days.

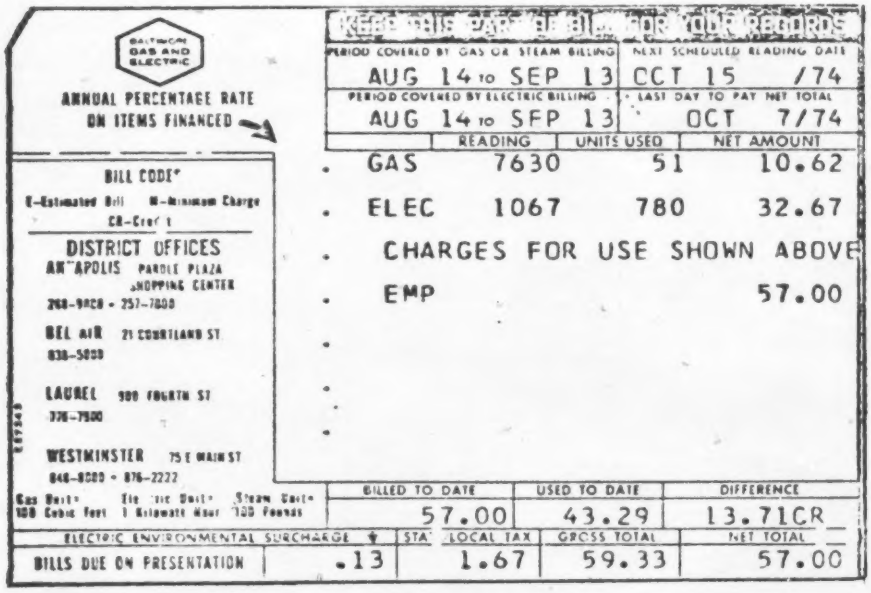
4. How much must be paid for this traffic violation?
   Answer: $5.00

GOAL IV: GAINING INFORMATION

Objective 4402: Students will read to elicit necessary information for the home from bills.

Suggested Activities

A. Given a gas and electric bill, the student will be able to obtain information to answer a set of questions.



BALTIMORE GAS AND ELECTRIC

ANNUAL PERCENTAGE RATE ON ITEMS FINANCED

KEEP THIS PART OF BILL FOR YOUR RECORDS

PERIOD COVERED BY GAS OR STEAM BILLING		NEXT SCHEDULED READING DATE
AUG 14 to SEP 13		OCT 15 /74
PERIOD COVERED BY ELECTRIC BILLING		* LAST DAY TO PAY NET TOTAL
AUG 14 to SEP 13		OCT 7/74

	READING	UNITS USED	NET AMOUNT
GAS	7630	51	10.62
ELEC	1067	780	32.67
CHARGES FOR USE SHOWN ABOVE			
EMP			57.00

BILL CODE*
E-Estimated Bill M-Minimum Charge
CR-Credit

DISTRICT OFFICES
ANNAPOLIS PAROLE PLAZA SHOPPING CENTER 268-9400 • 257-7800
BEL AIR 21 COURTLAND ST 838-5000
LAUREL 900 FOURTH ST 776-7500
WESTMINSTER 75 E MAIN ST 848-8200 • 876-2222

Gas Unit* 100 Cubic Feet | Electric Unit* 1 Kilowatt Hour | Steam Unit* 1000 Pounds

	BILLED TO DATE	USED TO DATE	DIFFERENCE
	57.00	43.29	13.71CR

ELECTRIC ENVIRONMENTAL SURCHARGE	STATE TAX	LOCAL TAX	GROSS TOTAL	NET TOTAL
BILLS DUE ON PRESENTATION	.13	1.67	59.33	57.00

Sample Questions

1. What is the period covered in this billing?
2. What is the cost of electricity for this period?
3. When is the next scheduled reading date?
4. How many units of gas were used in this period?
5. What is EMP?
6. What amount of money is in the credit account?
7. How much of the bill was paid for taxes?
8. When is the next scheduled reading date?

B. Given a copy of a store bill, the student will read to elicit necessary information to answer the questions which accompany it.

*PLEASE DIRECT ANY INQUIRY TO YOUR NEAREST SEARS STORE OR TO THE ADDRESS SHOWN ABOVE.

DATE Mo.	DATE Day	Reference Number	TRANSACTION DESCRIPTION See reverse side for a more detailed description of the department numbers indicated below.	CHARGES	PAYMENTS AND CREDITS
08	22	SSDF	GIRLS & TEENS WEARING APPAREL 77	43.68	
08	20	1340	CATALOG SALE 77	12.50	

ACCOUNT NUMBER	BILLING DATE	PREVIOUS BALANCE	NEW BALANCE	MINIMUM PAYMENT
54 80163 31557 4	SEP 03 1974	17.03CR	39.15	10.00

The *ANNUAL PERCENTAGE RATE* of the *FINANCE CHARGE* is 18% on the first $500 of the AVERAGE DAILY BALANCE and 12% on that portion of the AVERAGE DAILY BALANCE in excess of $500. The AVERAGE DAILY BALANCE excludes any purchases added during the monthly billing period and any unpaid Finance Charge.

To avoid a Finance Charge next month, pay this amount within 30 days from Billing Date.

If you prefer to pay in installments, pay this amount or more within 30 days from Billing Date. The sooner you pay and the more you pay, the smaller your Finance Charge.

14351-619 Rev. 2/74

NOTICE: See reverse side for important information.

Thank You for Shopping at Sears

Questions

1. What is the total amount due?
2. What number is important to give when raising a question about this bill?
3. What per cent of interest would be charged on an amount less than $500?
4. What would the annual interest charge be on $480?
5. On what day was the wearing apparel purchased?
6. How soon must this bill be paid in order to avoid paying a finance charge?
7. What is the significance of $17.03 which is shown under the previous balance?
8. What is the smallest payment you are permitted to make toward this bill?

UNDERSTANDING FORMS

1. Hotel Reservations

2. Sears Form

GOAL V: UNDERSTANDING FORMS

Objective 5209: Students will read to translate financial agreements on hotel reservations.

Suggested Activities

A. Given a copy of a hotel reservation confirmation, the student will answer the questions about the reservation.

Directions: Read the hotel reservation confirmation below, and answer the questions.

The Cozy Rest Inn
1511 Sleepy Hollow Lane
Pleasant Valley, Maryland
301-963-8765

Received confirmation for _____ for 8-10-74. At this time notify the management of your plans. Arrangement will be made to hold the room.

Questions

1. Circle the time the reservation will no longer be held.
2. Underline what you would do if your arrival time is 6:30.
3. In what state is the hotel located?
4. What words indicate you will have a restful vacation.

B. Given a confirmation from a hotel, the student will read to translate the financial agreements on it and complete and fill in the blank worksheet.

Directions: Read the confirmation from the motor hotel (next page). Fill in the blanks to complete the sentences below.

1. You will stay at the motor hotel _____ days.
2. Your total bill for three days came to _____.
3. You will owe the hotel _____.
4. The hotel cost approximately ___ per person a day.
5. If you discover a mistake in your bill when you get home, you should call _____.
6. If your plans are changed and you cannot keep your reservation you should notify the hotel _____ in advance so that your deposit will be refunded.

The Diplomat MOTOR HOTEL

BOARDWALK AT 26TH STREET
OCEAN CITY, MARYLAND
TEL 301.289.7148

Dear Mr Brown:

Thank you for your thoughtfulness in requesting an advance reservation for accommodations at the Diplomat Motor Hotel.

We are delighted to confirm your request as designated below. Your deposit guarantees your room for the arrival day listed below. Upon registration, the balance for your stay will be due. In the event your plans are changed please notify us 72 hours in advance, so that your deposit may be refunded.

We are looking forward to having you with us and know that your stay will be pleasant.

Sincerely yours,
Margaret

CHECK-IN TIME 2:00 P.M. CHECK-OUT TIME 11:00 A.M.

ARRIVAL DATE: 7/22

DEPARTURE DATE: 7/25

ACCOMMODATIONS: 1 efficiency

NO. OF GUESTS: 5

RATE PER DAY: 43.00

DEPOSIT RECEIVED: 43.00

We do not confirm reservations for single boys or single girls or groups of either.

[OPEN YEAR ROUND]

GOAL V: UNDERSTANDING FORMS

Objective 5208: Students will read to translate financial agreements on long term financial agreements.

Suggested Activities

A. Given a Sears Revolving Charge Account and Security Agreement, the student will read the agreement and answer questions about the contents.

Directions: Read the Sears Agreement (next page) and answer the questions below.

Questions

1. How many options are available for each monthly billing period?
2. How are finance charges determined?
3. What is the minimum payment for a balance of $434.75?
4. What does this agreement authorize Sears to investigate and report?
5. What information is given about retaining title to the merchandise purchased?
6. Under what circumstances are no financial charges assessed?
7. Under which state law are the credit terms determined?
8. What specific notices are directed to the buyer?

Sears Revolving Charge Account and Security Agreement

rs, Roebuck and Co.
ree to the following regarding all purchases made on my
rs Revolving Charge Account and Security Agreement.

ave the following options each monthly billing period.

A) I will pay the entire New Balance within 30 days of the Billing Date shown on the monthly billing statement; or

B) I will pay the deferred payment price for each purchase consisting of the cash price and a Finance Charge.

(1) The Finance Charge will be computed upon the **AVERAGE DAILY BALANCE** of my account in each monthly billing period.

(a) The **AVERAGE DAILY BALANCE** is determined by dividing the sum of the balances outstanding for each day of the monthly billing period by the number of days in the monthly billing period.

(b) The balance outstanding for each day of the monthly billing period is determined by subtracting payments and credits from the previous day's balance excluding any purchases added to the account during the monthly billing period and excluding any unpaid Finance Charge.

(2) **FINANCE CHARGE** will be determined by applying a periodic rate of 1.5% per month (**ANNUAL PERCENTAGE RATE** of 18%) to the **AVERAGE DAILY BALANCE**.

(3) When the **AVERAGE DAILY BALANCE** for a monthly billing period is $33.00 or less, the **FINANCE CHARGE** for the billing period, at Sears option, will be 50c instead of the amount computed above.

(4) No **FINANCE CHARGE** will be assessed:

(a) In a monthly billing period during which there was no previous balance;

(b) In a monthly billing period during which payments and/or credits equal or exceed the previous balance;

(c) On unpaid Finance Charge; or

(d) On purchases during the monthly billing period in which they are added to the account.

(5) I will pay the deferred payment price for all purchases in monthly payments within 30 days from each monthly Billing Date according to the following schedule:

If the New Balance is:	The Minimum Payment will be:	If the New Balance is:	The Minimum Payment will be:
$ .01 to $10.00	Balance	$350.01 to $400.00	$30.00
10.01 to 200.00	$10.00	400.01 to 450.00	35.00
200.01 to 250.00	15.00	450.01 to 500.00	40.00
250.01 to 300.00	20.00	Over $500.00	1/10 of New Bal.
300.01 to 350.00	25.00		

I have the option of paying more than the minimum payment each month.

(6) If I fail to pay any minimum payment when due, Sears may declare my entire balance due and payable.

(7) Sears shall retain title to merchandise purchased under this agreement until paid in full. Each payment shall be applied to merchandise and services as follows: first to unpaid Finance Charge; then, as to items purchased on different dates, the first purchased shall be deemed first paid, as to items purchased on the same date, the lowest priced shall be deemed first paid.

(8) I have the right to pay my entire balance in full at any time without incurring a subsequent Finance Charge.

2. I agree that the Finance Charge and other credit terms will be determined by the law of my State of Residence. If I change my State of Residence I will inform Sears, and Sears will provide me with a new agreement containing the Finance Charge and other credit terms applicable to my new State of Residence.
3. Sears is authorized to investigate my credit record and report to proper persons and bureaus my performance of this agreement.
4. Sears waives the right to retain or to acquire any lien arising solely by operation of law in real property used or expected to be used as my principal residence. This provision is not applicable to judgement liens.

NOTICE TO BUYER: (1) Do not sign this contract before you read it or if it contains blanks. (2) You are entitled to a copy of this contract. Keep it to protect your legal rights. (See NOTICE below.) (3) You have the right to pay in advance the full amount due.

(CUSTOMER'S SIGNATURE)

ACCEPTED, SEARS, ROEBUCK AND CO.

By_____ (Date)

NOTICE: To open a new Sears Revolving Charge Account, residents of **Maine, New Hampshire and Rhode Island** should read and sign the above agreement and return it to us together with the completed credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement for you to keep.

Residents of other states should complete and return the credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement to sign and return to us, together with a copy for you to keep.

Appendix G

Percentage of Students Achieving Mastery by School
Basic Skills Reading Mastery Test, 1976-77

School	Locate Reference	Understand Forms	Gain Information	Follow Directions	Overall
Bladensburg	68.5%	82.2%	83.8%	89.0%	81.1%
Bowie	87.5%	92.6%	92.5%	97.7%	92.1%
Central	70.9%	75.4%	83.5%	87.4%	78.6%
Crossland	83.8%	86.3%	90.0%	94.1%	98.6%
Duval	78.0%	86.4%	87.4%	90.3%	85.2%
Fairmont Heights	56.6%	72.0%	76.2%	80.1%	69.1%
Frederick Douglass	79.8%	85.5%	87.6%	90.4%	85.5%
Friendly	89.0%	92.5%	94.8%	96.5%	94.2%
Gwynn Park	70.0%	80.3%	81.9%	88.6%	80.5%
High Point	85.9%	91.1%	92.4%	94.5%	91.1%
Largo	75.7%	84.9%	88.7%	93.8%	86.2%
Laurel	86.9%	92.5%	94.8%	97.2%	94.8%
Northwestern	75.4%	81.8%	84.1%	89.7%	81.8%
Oxon Hill	80.8%	87.7%	90.6%	95.2%	89.6%
Parkdale	74.3%	81.9%	84.6%	90.4%	81.9%
Potomac	72.4%	83.2%	85.7%	91.5%	83.4%
Roosevelt	81.7%	89.3%	92.1%	94.9%	90.2%
Suitland	75.2%	85.9%	86.4%	91.5%	82.7%
Surrattsville	80.6%	88.0%	90.0%	94.0%	90.6%
Total County	78.2%	85.8%	88.1%	92.1%	86.3%
Maryland	Not available				